



July 2007

**DEPARTMENT OF EDUCATION**  
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)  
ID: 10701258  
District: Greenville School Department  
School: Greenville Middle/High School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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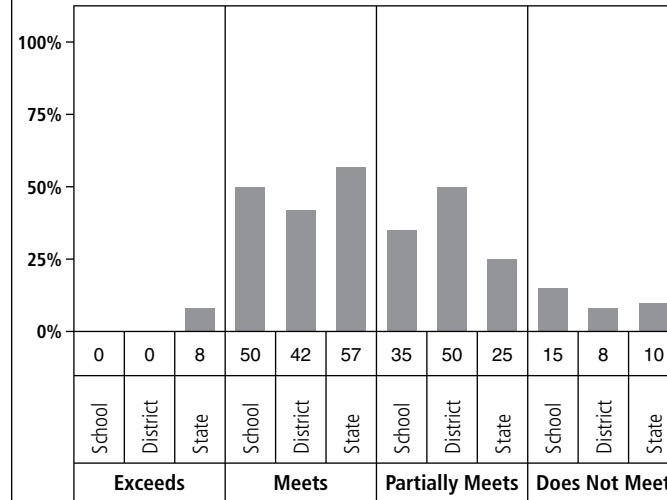
# SUMMARY OF SCORES

Date: March 2007  
Grade: 6  
District: Greenville School Department  
School: Greenville Middle/High School

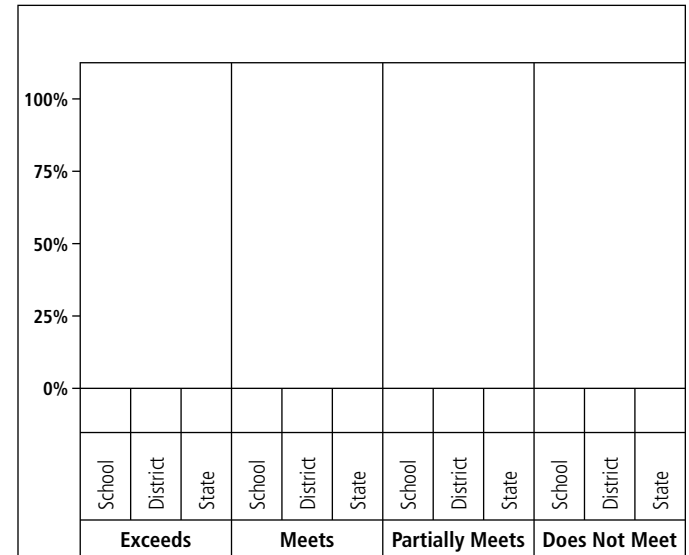
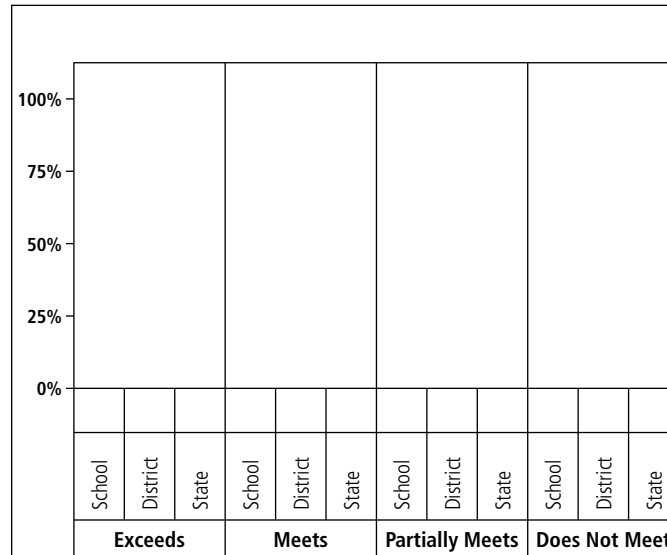
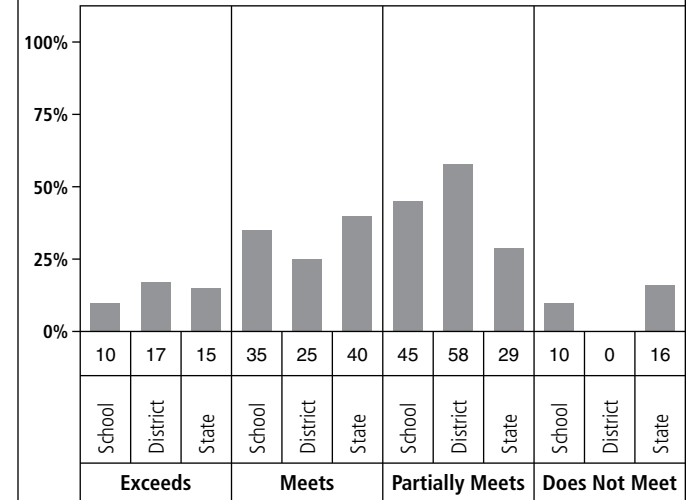
## Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
<b>ELA – Reading</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	645 <b>641</b> 643	645 <b>641</b> 643	644 <b>646</b> 645
<b>Mathematics</b> 2005–2006 <b>2006–2007</b> Cum. Avg. *	643 <b>642</b> 642	644 <b>644</b> 644	641 <b>643</b> 642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Date: March 2007  
 Grade: 6  
 District: Greenville School Department  
 School: Greenville Middle/High School

CATEGORY OF PARTICIPATION		Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		20	100	12	100	14621	100	20	100	12	100	14494	99	20	100	12	100	14498	99												
Ethnicity	African American	0	0	0	0	358	2	0	0	0	0	351	98	0	0	0	0	355	99												
	American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	105	99	0	0	0	0	106	100												
	Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	212	99	0	0	0	0	213	100												
	Hispanic	0	0	0	0	164	1	0	0	0	0	160	99	0	0	0	0	159	98												
	White	20	100	12	100	13776	94	20	100	12	100	13665	99	20	100	12	100	13664	99												
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33												
Identified disability		4	20	3	25	2570	18	4	100	3	100	2519	99	4	100	3	100	2521	99												
Current LEP		0	0	0	0	292	2	0	0	0	0	284	97	0	0	0	0	290	99												
Economically disadvantaged		13	65	8	67	5456	37	13	100	8	100	5389	99	13	100	8	100	5391	99												
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	16	80	9	75	11904	81	16	80	9	75	11926	82												
Identified disability (PET/IEP)	0	0	0	0	471	4	0	0	0	0	491	4												
LEP	0	0	0	0	159	1	0	0	0	0	165	1												
504 plan	0	0	0	0	162	1	0	0	0	0	164	1												
<b>Participation with accommodations</b>	4	20	3	25	2382	16	4	20	3	25	2380	16												
Identified disability (PET/IEP)	4	100	3	100	1855	78	4	100	3	100	1843	77												
LEP	0	0	0	0	110	5	0	0	0	0	120	5												
504 plan	0	0	0	0	58	2	0	0	0	0	56	2												
Other	0	0	0	0	389	16	0	0	0	0	390	16												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	198	1	0	0	0	0	192	1												
Identified disability (PET/IEP)	0	0	0	0	193	97	0	0	0	0	187	97												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	10	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	22	0	0	0	0	0	22	0												
<b>Non-participation – other</b>	0	0	0	0	105	1	0	0	0	0	101	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Date: March 2007  
Grade: 6  
District: Greenville School Department  
School: Greenville Middle/High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006 <b>2006-2007</b> Cum. Avg.	1	6	1	7	1176	8
		0	0	0	0	<b>1132</b>	<b>8</b>
		1	5	1	7	1154	8
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006 <b>2006-2007</b> Cum. Avg.	10	56	8	53	7612	51
		<b>10</b>	<b>50</b>	<b>5</b>	<b>42</b>	<b>8127</b>	<b>57</b>
		10	50	7	47	7870	54
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006 <b>2006-2007</b> Cum. Avg.	6	33	5	33	4080	27
		<b>7</b>	<b>35</b>	<b>6</b>	<b>50</b>	<b>3549</b>	<b>25</b>
		7	35	6	40	3815	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006 <b>2006-2007</b> Cum. Avg.	1	6	1	7	2005	13
		<b>3</b>	<b>15</b>	<b>1</b>	<b>8</b>	<b>1478</b>	<b>10</b>
		2	10	1	7	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	30.6	54.6	30.8	55.0	33.8	60.4
Literary Text	28	50	14.3	51.1	14.7	52.5	16.0	57.1
Informational Text	28	50	16.4	58.6	16.2	57.9	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 6  
 District: Greenville School Department  
 School: Greenville Middle/High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	20	0	0	10	50	7	35	3	15	641	12	0	42	50	8	641	14286	8	57	25	10	646
<b>Ethnicity</b>																						
African American	0										0						339	2	46	25	26	639
American Indian/Native Alaskan	0										0						104	4	42	30	24	640
Asian/Pacific Islander	0										0						208	9	54	26	11	647
Hispanic	0										0						159	6	50	26	18	643
White	20	0	0	10	50	7	35	3	15	641	12	0	42	50	8	641	13475	8	57	25	10	646
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	4										3						2326	1	25	39	35	635
No	16	0	0	10	63	5	31	1	6	644	9	0	56	44	0	645	11960	9	63	22	6	648
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	0										0						268	1	32	33	34	635
<b>Economically disadvantaged</b>																						
Yes	13	0	0	4	31	6	46	3	23	637	8	0	25	63	13	637	5269	3	46	33	17	641
No	7	0	0	6	86	1	14	0	0	648	4						9017	11	63	20	6	649
<b>Migrant</b>																						
Yes	0										0						8	0	63	13	25	641
No	20	0	0	10	50	7	35	3	15	641	12	0	42	50	8	641	14278	8	57	25	10	646
<b>Gender</b>																						
Female	8	0	0	6	75	1	13	1	13	644	5	0	60	20	20	641	6997	11	60	21	8	648
Male	12	0	0	4	33	6	50	2	17	639	7	0	29	71	0	641	7288	5	54	28	12	644
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	3	43	3	43	1	14	640	5	0	40	60	0	642	1187	3	35	42	20	639
No	13	0	0	7	54	4	31	2	15	641	7	0	43	43	14	641	13099	8	59	23	9	647
<b>Gifted/talented program</b>																						
Yes	0										0						489	35	61	4	0	659
No	20	0	0	10	50	7	35	3	15	641	12	0	42	50	8	641	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 6  
 District: Greenville School Department  
 School: Greenville Middle/High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	15	0	0	2	67	1	33	0	0	648	17	0	50	50	0	649	5	4	40	30	26	639
B. less than one hour	45	0	0	4	44	4	44	1	11	640	50	0	33	67	0	641	60	8	58	24	10	646
C. one to two hours	25	0	0	2	40	2	40	1	20	640	17	0	50	50	0	641	32	9	59	25	7	647
D. more than two hours	15	0	0	2	67	0	0	1	33	638	17	0	50	0	50	636	3	6	47	28	19	643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	10	0	0	0	0	2	100	0	0	636	17	0	0	100	0	636	39	11	62	21	6	648
B. They match some of what I have learned.	75	0	0	7	47	5	33	3	20	641	83	0	50	40	10	642	49	7	57	27	9	646
C. They match just a little of what I have learned.	0										0						9	5	42	31	21	641
D. There is no match.	15	0	0	3	100	0	0	0	0	643	0						3	2	29	30	39	634
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	25	0	0	4	80	0	0	1	20	640	17	0	50	0	50	636	27	16	63	14	7	651
B. good	70	0	0	6	43	7	50	1	7	642	83	0	40	60	0	642	55	6	60	26	9	646
C. fair	0										0						16	1	43	37	18	640
D. poor	5	0	0	0	0	0	0	1	100	622	0						2	1	24	46	30	635
<b>How difficult was the reading part of this test?</b>																						
A. harder than my regular schoolwork	40	0	0	7	88	0	0	1	13	645	25	0	100	0	0	650	14	6	48	26	20	642
B. about the same as my regular schoolwork	40	0	0	2	25	4	50	2	25	638	42	0	20	60	20	639	65	8	59	25	8	647
C. easier than my regular schoolwork	20	0	0	1	25	3	75	0	0	638	33	0	25	75	0	638	21	9	58	24	9	646
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	0										0						7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	55	0	0	5	45	3	27	3	27	641	58	0	57	29	14	645	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	45	0	0	5	56	4	44	0	0	641	42	0	20	80	0	637	44	12	64	18	6	649
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	58	0	0	7	64	3	27	1	9	644	58	0	43	43	14	642	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	37	0	0	2	29	4	57	1	14	638	33	0	25	75	0	639	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	5	0	0	1	100	0	0	0	0	648	8	0	100	0	0	648	3	3	39	33	26	639
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	15	0	0	2	67	0	0	1	33	637	8	0	0	0	100	624	18	12	61	19	8	649
B. 20 minutes to an hour	15	0	0	1	33	2	67	0	0	640	8	0	0	100	0	632	51	9	60	23	7	647
C. less than 20 minutes	35	0	0	4	57	2	29	1	14	643	42	0	60	40	0	644	13	5	53	28	14	644
D. I rarely read at home.	35	0	0	3	43	3	43	1	14	640	42	0	40	60	0	644	18	2	47	34	17	641
<b>Optional school/district question</b>																						
A.	100	0	0	0	0	0	0	1	100	622	0											
B.	0										0											
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Date: March 2007  
Grade: 6  
District: Greenville School Department  
School: Greenville Middle/High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	1	6	1	7	1463	10
	<b>2006-2007</b>	<b>2</b>	<b>10</b>	<b>2</b>	<b>17</b>	<b>2092</b>	<b>15</b>
	Cum. Avg.	2	10	2	13	1778	12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	9	50	8	53	5914	40
	<b>2006-2007</b>	<b>7</b>	<b>35</b>	<b>3</b>	<b>25</b>	<b>5731</b>	<b>40</b>
	Cum. Avg.	8	40	6	40	5823	40
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	6	33	5	33	4494	30
	<b>2006-2007</b>	<b>9</b>	<b>45</b>	<b>7</b>	<b>58</b>	<b>4175</b>	<b>29</b>
	Cum. Avg.	8	40	6	40	4335	30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	2	11	1	7	3014	20
	<b>2006-2007</b>	<b>2</b>	<b>10</b>	<b>0</b>	<b>0</b>	<b>2308</b>	<b>16</b>
	Cum. Avg.	2	10	1	7	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	8.6	47.8	9.3	51.7	8.3	46.1
Cluster 2: Shape and Size	14	25	5.8	41.4	5.5	39.3	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	5.1	63.8	5.6	70.0	5.6	70.0
Cluster 4: Patterns	16	29	10.5	65.6	10.8	67.5	10.8	67.5

## Cluster 1: Numbers and Operations

- A. Numbers and Number Sense
- B. Computation
- I. Discrete Mathematics (grades 3 and 4 only)

## Cluster 2: Shape and Size

- E. Geometry
- F. Measurement

## Cluster 3: Mathematical Decision Making

- C. Data Analysis and Statistics
- D. Probability

## Cluster 4: Patterns

- G. Patterns, Relations, and Functions
- H. Algebra Concepts
- K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Date: March 2007  
 Grade: 6  
 District: Greenville School Department  
 School: Greenville Middle/High School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	20	2	10	7	35	9	45	2	10	642	12	17	25	58	0	644	14306	15	40	29	16	643
<b>Ethnicity</b>																						
African American	0										0						350	4	29	32	35	633
American Indian/Native Alaskan	0										0						105	7	22	37	34	634
Asian/Pacific Islander	0										0						211	24	37	27	12	648
Hispanic	0										0						158	11	36	30	23	640
White	20	2	10	7	35	9	45	2	10	642	12	17	25	58	0	644	13481	15	41	29	15	644
Not Reported	0										0						1					
<b>Identified disability</b>																						
Yes	4										3						2334	3	18	32	47	628
No	16	2	13	6	38	7	44	1	6	643	9	22	22	56	0	645	11972	17	44	29	10	646
<b>Limited English proficient students</b>																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	0										0						275	5	24	29	41	631
<b>Economically disadvantaged</b>																						
Yes	13	0	0	4	31	7	54	2	15	637	8	0	25	75	0	639	5282	7	32	36	26	637
No	7	2	29	3	43	2	29	0	0	650	4						9024	19	45	25	10	647
<b>Migrant</b>																						
Yes	0										0						8	13	50	13	25	639
No	20	2	10	7	35	9	45	2	10	642	12	17	25	58	0	644	14298	15	40	29	16	643
<b>Gender</b>																						
Female	8	1	13	4	50	3	38	0	0	645	5	20	40	40	0	646	7004	14	41	30	15	644
Male	12	1	8	3	25	6	50	2	17	639	7	14	14	71	0	642	7301	15	39	29	17	643
Not Reported	0										0						1					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	1	14	5	71	1	14	639	5	0	20	80	0	641	1196	3	24	43	30	634
No	13	2	15	6	46	4	31	1	8	643	7	29	29	43	0	645	13110	16	42	28	15	644
<b>Gifted/talented program</b>																						
Yes	0										0						489	59	37	4	1	664
No	20	2	10	7	35	9	45	2	10	642	12	17	25	58	0	644	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Date: March 2007  
 Grade: 6  
 District: Greenville School Department  
 School: Greenville Middle/High School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	15 45 25 15	1 1 0 0	33 11 0 0	1 2 2 2	33 22 40 67	1 5 2 1	33 56 40 33	0 1 1 0	0 11 20 0	648 641 638 643	17 50 17 17	50 17 0 0	0 17 50 50	0 67 50 50	0 0 0 0	646 644 643 642	5 60 32 3	11 15 15 12	29 41 41 34	25 29 30 31	35 15 13 23	635 644 644 639
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b> A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	60 30 10 0	2 0 0 0	17 0 0 0	5 2 0 0	42 33 0 0	5 2 2 2	42 33 100 100	0 2 0 0	0 33 0 0	646 634 640 640	75 8 17 0	22 0 0 0	33 0 0 0	44 100 100 100	0 0 0 0	646 634 640 640	47 42 9 2	19 12 7 5	44 39 27 14	26 32 36 24	11 17 30 57	647 642 635 625
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b> A. very good B. good C. fair D. poor	15 50 35 0	0 1 1 0	0 10 14 0	3 2 2 0	100 20 29 0	0 6 3 0	0 60 43 0	0 1 1 0	0 10 14 0	653 638 642 642	17 58 25 0	0 14 33 0	100 14 0 0	0 71 67 0	0 0 0 0	653 639 648 648	28 50 19 3	31 11 3 2	45 44 28 16	16 31 43 41	8 14 27 41	652 643 635 629
<b>How difficult was the mathematics part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	10 65 25	0 2 0	0 15 0	0 5 2	0 38 40	1 5 3	50 38 60	1 1 0	50 8 0	632 644 638	8 75 17	0 22 0	0 33 0	100 44 100	0 0 0	640 647 631	23 62 15	7 14 30	35 43 40	34 30 21	25 14 10	638 644 651
<b>How hard did you try on the mathematics part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	50 50 0	2 0 0	20 0 0	3 4 0	30 40 100	5 4 0	50 40 0	0 2 0	0 20 0	645 638 644	50 50 0	33 0 0	17 33 0	50 67 0	0 0 0	647 640 640	47 49 3	13 17 13	40 41 30	31 28 27	17 14 30	643 645 638
<b>How often do you use hands-on materials in mathematics class?</b> A. almost every day B. two or three days a week C. two or three times each month D. never	10 20 65 5	1 0 1 0	50 0 8 0	0 1 5 1	0 25 38 100	1 3 5 0	50 75 38 0	0 0 2 0	0 0 15 0	645 643 641 644	17 8 67 8	50 0 13 0	0 0 25 100	50 100 63 0	0 0 0 0	645 640 644 644	16 35 38 12	11 14 16 15	34 41 43 36	34 29 28 29	22 15 13 20	640 644 645 642
<b>Which statement best describes the use of calculators in mathematics class?</b> A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	0 10 35 55	1 1 1 0	50 14 0 0	0 3 4 4	0 43 36 36	1 3 5 5	50 43 45 45	0 0 0 2	0 0 0 18	650 643 639 639	0 8 42 50	100 20 0 0	0 20 33 67	0 0 60 67	0 0 0 0	662 642 642 642	11 40 25 24	15 15 15 13	36 42 40 40	30 28 30 30	19 15 14 18	642 644 644 642
<b>On average, how many minutes a day do you spend working on mathematics in class?</b> A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	15 60 25 0	0 1 1 0	0 8 20 0	1 3 3 0	33 25 60 0	2 6 1 0	67 50 20 0	0 2 0 0	0 17 0 0	640 640 646 640	17 67 17 0	0 13 50 0	0 38 0 0	100 50 50 0	0 0 0 0	637 645 646 640	7 37 42 14	10 12 17 17	30 39 43 40	28 32 27 28	32 17 12 14	636 642 646 645
<b>Optional school/district question</b> A. B. C. D.	100 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	1 0 0 0	100 0 0 0	624 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	

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